

<i>Via ACTEM: Available Online as a NoteShare Notebook</i>	
<i>Download and use locally...</i>	3
<i>Why planning is important</i>	
<i>It starts with a good idea...</i>	5
<i>You are not alone; resources for helping you develop your session</i>	6
<i>How to go from Idea to Conference Session</i>	7
<i>Title</i>	
<i>What makes an effective title?</i>	9
<i>Your title</i>	10
<i>Descriptor or "Blurb"</i>	
<i>What makes an effective descriptor or "Blurb"?</i>	12
<i>Your descriptor or "Blurb"</i>	13
<i>Presenting Team Details</i>	
<i>The details we need &amp; why</i>	15
<i>Your presenting team details</i>	16
<i>STEM Statement</i>	
<i>What is STEM, and how to connect</i>	18
<i>Your STEM Statement</i>	19
<i>"This session will energize..."</i>	
<i>Why is an energizing session important?</i>	21
<i>How will your session "energize" participants?</i>	22
<i>"After this session, participants will be able to..."</i>	
<i>Why are outcome statements important?</i>	24
<i>Your Outcome Statement(s)</i>	25

*Via ACTEM: Available Online as a NoteShare Notebook*

*Download and use locally... ..... 3*

*Via ACTEM: Available Online as a NoteShare Notebook  
Download and use locally...*

This document is available as a NoteShare notebook located in the 2010 MLTI Student Conference space on ACTEM's NoteShare Server (with the standard password)

It should be downloaded via "Save To" and used locally. A teacher might want to share a copy of it in which students can collaboratively build a session proposal.

Questions? Contact us at [conference@mlti.org](mailto:conference@mlti.org)

## *Why planning is important*

<i>It starts with a good idea...</i>	<i>5</i>
<i>You are not alone; resources for helping you develop your session</i>	<i>6</i>
<i>How to go from Idea to Conference Session</i>	<i>7</i>

*Why planning is important  
It starts with a good idea...*



**You know what it feels like...**

Every teacher and every student has had times in school when things felt different... Those times when the work you were being asked to do came alive, and you were motivated to learn by an internal desire. No one had to tell you to "...do your work," you *wanted* to engage with the tools and ideas. School had become fun. And as Seymour Papert told us in the earliest days of the MLTI, it was "hard fun," the kind of fun that makes you think and work hard.

Sure, there was lots of hard work involved, but it was, simply put, different. It was the kind of experience that makes teachers and students ask the question, "What if school was like this all the time?"

In the Maine Learning Technology Initiative schools the possibilities for this kind of experience are multiplied. With the MLTI MacBook available to all teachers and students, work in many classrooms across the state of Maine is moving from the traditional to the extraordinary. And to make this change possible, teachers and students are meeting in the middle as learners.

**Experiences such as these are the seeds for great sessions at the 7th Annual MLTI Student Conference. We believe:**

If it was great in your classroom, then others ought to know about it.

If it was an experience that generated enthusiasm amongst teachers and students in the classroom, it is worth sharing.

If teachers and students were able to develop a deeper understanding of an idea or concept, then others should know.

If MLTI resources allowed you to remove barriers of time and space in terms of access to resources, others need to know how and why you did it.

If a student or students worked independently to make use of MLTI resources to

*Why planning is important  
It starts with a good idea...*

become more involved with content or in their school community and the world at large, other students should be given the chance to hear the story and be inspired to do the same.

So - be it a science, language arts, world language, art, music, mathematics, vocational, social studies, or physical education classroom, please think about the exciting things that have happened because of your classroom's involvement in the MLTI, and consider sharing.

Or maybe you are a student or part of a group of students who moved out on your own, demonstrating the power of what the MLTI holds as a core belief, that what matters is access to, "...a personal digital device, at the point of learning, as defined by the student."

## *Why planning is important*

### *You are not alone; resources for helping you develop your session*

OK, so some great things have been happening in your classroom or elsewhere in your school community because of the MLTI, but you don't know where to begin... You have questions. We can help you think them through - send an email to [conference@mlti.org](mailto:conference@mlti.org)

**Question:** Is this worth doing a session on? Is it a big enough idea?

**Answer:** Trust yourself - you know if it was good stuff. Were students highly engaged? Did it make teaching content more fun for the teacher? Well received and successful sessions at past conferences have ranged from focusing on a specific use of specific software - building animations in Keynote or learning to use MIT's Scratch programming language - to long range projects that have touched the world, like The Maine Holocaust Education Network.

**Still wondering?** Drop us an email at [conference@mlti.org](mailto:conference@mlti.org) and let us help you think it through.

**Question:** I teach full time. How can I find the time to build a presentation?

**Answer:** Teachers who have brought presenting teams to the conference in the past usually tap a team of students early on, and ask the kids to take the lead in designing the session. This is not about putting more work on the shoulders of a great teacher, but rather it is about providing an opportunity for teachers and students to think even more deeply about the cool work they are doing, and then share their efforts with their peers.

**Still wondering?** Drop us an email at [conference@mlti.org](mailto:conference@mlti.org) and let us help you think it through.

**Question:** My kids have always loved going to the MLTI Student Conference - will asking them to be part of a session take some of the fun out of it?

**Answer:** Far from it - trust us on this! Teachers and kids alike report that the experience of being a presenter at the MLTI Student Conference is a high point in their school year. To see the work of preparing a presentation pay off in the faces and questions of engaged participants is wonderful. It doesn't happen often enough that kids get the chance to present in a professional setting to adults and their peers on a topic they care deeply about. And you know what? After doing a session as a presenter, these students engage as participants in a whole new way!

*Why planning is important*

*You are not alone; resources for helping you develop your se*

**Still wondering?** Drop us an email at [conference@mlti.org](mailto:conference@mlti.org) and let us help you think it through.



## *Why planning is important*

### *How to go from Idea to Conference Session*

**Inquiry is at the heart of the MLTI.** Questions, not answers, are our most important product. Sure, we all love answers, but the best use of the answers is to help us figure out what the next question we need to ask is!

So, as you think through moving from idea to session, let's work from questions.

Just what was it that happened in your classroom?

What was it about this practice, unit, or lesson that was highly engaging and effective?

What were the digital tools and resources that were used and how were these tools used in ways beyond traditional applications?

What real world challenges were taken on - how did the MLTI support a class or an individual in making the world a better place?

How was "cool" married to "effective" during this lesson or unit?

How has what was done in this practice, unit, or lesson had an impact beyond the original setting?

How was technology used to help you and your students realize your role as global citizens?

How were students engaged as teachers during this practice, unit, or lesson?

Once you have figured out what skill or ability you'll be able to leave behind with participants, and how that skill or ability will both energize and empower the participants, you'll be ready to figure out how to use the one hour of session time you'll have available. An hour may seem like a long time when you are starting, but once you decide on what you are going to have the participants doing, the time will go quickly!

**And, as always,** drop us an email at [conference@mlti.org](mailto:conference@mlti.org) and let us help you think it through.

<i>Title</i>	<i>8</i>
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<i>What makes an effective title? .....</i>	<i>9</i>
<i>Your title .....</i>	<i>10</i>

*Title**What makes an effective title?*

**The title of your session should be catchy**, but of greatest importance is that it lets people know, right off the bat, what they are going to be able to do after attending your session.

Below are some samples of titles that have been used in past MLTI Student Conferences:

**Play Ball! Using Video and Your MLTI Laptop to Improve in Your Sport**

**Beyond Your Front Yard: Using Google Earth For More Than Finding Your House**

**SKYPE: Connecting Globally to Other Classrooms**

**Multi Track Recording, Editing and Mixing in Garageband**

**Coding for Apple - Using Big Ideas to Make Little Apps**

**Using Social Networks in Education: Setting Up and Using Nings In a Classroom**

*Title**Your title*

Replace this text with your title.

*Descriptor or "Blurb"*

*What makes an effective descriptor or "Blurb"? ..... 12*

*Your descriptor or "Blurb" ..... 13*

*Descriptor or "Blurb"**What makes an effective descriptor or "Blurb"?*

**Because all of our conference documentation is digital**, we don't limit presenters to a 50 or 75 word blurb like many professional conferences do. Try to keep it tight and focused, but you really don't need to count words.

But at the same time, trust us, if you get overly wordy, we'll let you know and help you edit your descriptor.

Your blurb should describe how participants will be engaged during your presentation - what they will be doing so they will know it won't be a sit-and-get situation.

**Most importantly, the descriptor should let folks know what they are going to be able to do after attending your presentation** - how will they be empowered as a result of spending time with you, and what might they do with those skills.

Below are some samples of descriptors, along with their titles, that have been used in past MLTI Student Conferences:

**Make your Own Flashcards - Quizlet** (Ben McNaboe and Ben Nickerson, Yarmouth High School) Quizlet for students, by students! Come learn how to use this online powerful Flashcard program. Quizlet features collaborative study groups, practice games and user-modifiable lists. This great tool Web 2.0 tool can be added to anyone's repertoire of study strategies. You'll be making flashcards and online study aids in minutes!

**Using Social Networks in Education: Setting Up and Using Nings In a Classroom** (Ernie Easter & Students from New Sweden School) Ernie Easter and his students set up the Maine Holocaust Education Network as part of their Holocaust Studies Unit. Students shared their work with each other and with other teachers and survivors who became members. In this workshop you will view this Ning which was nominated for an Edublog Award for the Best Educational Use of a Social Networking Service. Each participating school will set up a Ning that will be ready to use. Adults and students should attend this workshop together to collaborate.

*Descriptor or "Blurb"**What makes an effective descriptor or "Blurb"?***Edusim** (Ann Marie Quirion Hutton & Students - Winslow Junior High School)

Edusim is a free OpenSource virtual world browser and backdrop for creating and publishing interactive content. It is powered by Croquet technology and is a product of Duke University. Similar to SecondLife, this virtual world provides an alternative to a server based solution. It also allows the created world to be contained on the student laptop or shared via the network. Students at Winslow Junior High will demonstrate the program by sharing their personal creations. This game like style environment can be used to share lessons, workspaces, or just to collaborate. With no license fees and the ability to run on all computer platforms this application will be limited only by our imaginations. Join us in this virtual adventure.

**Multi Track Recording, Editing and Mixing in Garageband** (Alan Kaschub - USM School of Music) Garageband is a useful tool for producing podcasts, adding sound to movies and also great fun to experiment with. It also happens to be a very powerful music production tool. This session will explore some of the more advanced features of Garageband and show students how they can be the musician, engineer, producer and distributor of their own music.

*Descriptor or "Blurb"*

*Your descriptor or "Blurb"*

Replace this text with your descriptor or "Blurb."



## *Presenting Team Details*

<i>The details we need &amp; why .....</i>	<i>15</i>
<i>Your presenting team details .....</i>	<i>16</i>

## *Presenting Team Details*

### *The details we need & why*



**First things first:** Every presenting team is provided two complimentary student registrations and one complimentary teacher registration. OK, that's the "business end" of why we need to know who the presenting team is made up of, and where they are from.

**Also, everyone likes to feel important,** and this conference is a great place to provide opportunities for recognition to students and teachers alike. The conference is a big deal, and being a part of a conference that you help make great changes the experience.

**In addition,** an ongoing and important reason is that we archive the MLTI Student Conference web sites, and we want to be sure that participants can easily get back in touch with presenters they spent time with to follow up with questions. You see, we understand that connecting people to people and people to ideas are two of the biggest pieces of the MLTI, so being able to reconnect with that, "...team that showed us how to..." is so important!

#### **So... We need to know:**

Teacher Name:

Contact E-mail:

Student Presenter(s) Names:

Grade Level and Subject Area:

School Name:

School URL:

Town(s) Represented:

*Presenting Team Details*  
*Your presenting team details*

**Enter your Presenting Team details here:**

Teacher Name:

Contact E-mail:

Student Presenter(s) Names:

Grade Level and Subject Area:

School Name:

School URL:

Town(s) Represented:

*STEM Statement*

<i>What is STEM, and how to connect .....</i>	<i>18</i>
<i>Your STEM Statement .....</i>	<i>19</i>

## *STEM Statement*

### *What is STEM, and how to connect*



At the most basic level, STEM stands for Science, Technology, Engineering, and Mathematics.

But there is more to be understood about STEM than "what the letters stand for." Here is what the Metropolitan Cleveland Hub for STEM says on its web site:

#### **"What Is STEM?"**

**STEM is an innovative approach to education that uses Science, Technology, Engineering and Mathematics to nurture the creative talent of all students and develop their abilities to be problem solvers, innovators, inventors, logical thinkers, and strong communicators. Rooted in inquiry and design, STEM education spans the entire K-12 education continuum and beyond. Students in STEM environments are able to make sense of the world around them by applying concepts and ideas from the STEM disciplines across the curriculum in all areas including the Arts and Humanities. The goal of STEM education is to prepare students for the 21st century workforce and ensure that they are competitive in the global economy."**

<http://www.mc2stemhub.org/what-is-stem.aspx>

As you can see, while the words may be science, technology, engineering, and mathematics, the idea is to nurture creativity in all students. STEM-based creativity that applies to all curriculum areas.

So, use this section to respond to some of these questions:

**How might the use of MLTI technology allow participants to think about and engage with important ideas in creative ways?**

**How does your presentation bring the STEM topics into a curriculum area where they are not usually found, like the arts, social studies, language arts, world languages, etc?**

*STEM Statement**What is STEM, and how to connect*

**How will your presentation help participants learn creative ways to demonstrate their understanding of STEM topics?**

NOTE: It is being suggested that the arts should be brought directly to bear on STEM work, turning STEM into STEAM - **How might your presentation help participants harness the arts to support higher levels of engagement in STEM topics?**

*STEM Statement*  
*Your STEM Statement*

Enter your STEM Statement here.

*"This session will energize..."*

<i>Why is an energizing session important? .....</i>	<i>21</i>
<i>How will your session "energize" participants? .....</i>	<i>22</i>



*"This session will energize..."*

*Why is an energizing session important?*



We have all sat in presentations that were deadly... Not literally, but your interest in the topic was killed by how the presentation was made.

**Energy was absent**

**Engagement was low**

Now think about those learning experiences you have been in when you didn't want it to stop... When you were engaged and learning, working hard, but because of your energy level it seemed easy.

Good session design can vastly improve the chance that participants will find your session energizing rather than dull. Here are some suggestions for how you can make that happen. Again, they are in the form of questions - we don't want to tell you how to do things, but rather ask questions that will guide you in reflecting on how you will make your session as good as it can be. Inquiry is at the heart of the MLTI.

So... here are some thoughts and questions:

A high energy start connects people from the get go, and is very important. **How will you start your session with a bang?**

A lot of energy is generated when people connect to people. **How will your participants know that you are connected to them, and that they are connected to you?**

People want to be heard. **How will you make sure participants know their voices are being heard in your session?**

People are more energized when they know they are responsible. **How will participants be encouraged to feel they are responsible for the success of your session?**

People want to be active, to learn by doing. **What will participants in your session be doing?**

*"This session will energize..."*

*Why is an energizing session important?*

Taking something away at the end creates energy as folks leave the session. **What will your participants take away from the session, and how will you let them know what they are going to "take away?"**

*"This session will energize..."*

*How will your session "energize" participants?*

How will your session energize participants? Enter your information here.

*"After this session, participants will be able to..."*

<i>Why are outcome statements important? .....</i>	<i>24</i>
<i>Your Outcome Statement(s) .....</i>	<i>25</i>

*"After this session, participants will be able to..."*  
*Why are outcome statements important?*



### **"Why should I do this?"**

That is a simple question, and it is one we all ask many times a day. Why should I get out of bed? Why should I do my homework? Why should I practice my instrument, my freethrows, my geometry skills, my Spanish verbs, my singing, my baking, etc...

And you know what, if we do these things, we must have been able to answer those questions. People need a reason to do things. Pretty simple thought, but very important to understand.

So now that we understand the importance of knowing why, it is time to make sure you have thought through "Why should people come to our presentation?"

The term for the statements you will come up with are "outcome statements," and they traditionally begin with, "After attending our session, participants will..." And they end with phrases that begin with, "...be able to," "...be prepared to," "...know how to," etc.

Some examples might be:

"After attending our session, participants will be able to leap tall buildings in a single bound."

"After attending our session, participants will be able to memorize entire chapters of classic novels in less than three minutes."

OK, folks won't be sucked in by outcome statements like these, but trust us, let them know what they'll be able to do, how they will be empowered, and they will be far more interested in your session.

*"After this session, participants will be able to..."*  
***Your Outcome Statement(s)***

Enter your Outcome Statement(s) here.